

Welcome to



Badbury Park Primary

# School Handbook 2023

**Headteacher: Mrs Louise Dance**

**Badbury Park Primary School  
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Coate  
Swindon  
SN3 6ER**

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# Thank you for choosing Badbury Park Primary School



We have built an inspiring, bespoke environment and curriculum with the children's and community's passions and fascinations at the heart of what we do.

The educational journey of a Badbury Park child begins in our vibrant and creative Early Years setting where child-led play, outdoor learning and forest school principals are central. This is where the seeds of a lifelong learning will be planted. The children will move through key stage one and two where they will grow and thrive into forward thinking and compassionate individuals, who are ready for the future.

At Badbury Park we aim to develop the whole child; building children's resilience and values in a supportive and nurturing environment where mistakes are celebrated, aspirations are high. Our school is at the heart of the community where there is a shared set of values and a collective responsibility to prepare our children for all the excitement and challenges the future may bring.



Amidst a busy day of problem solving, laughter and learning there is planned time for reflection and mindfulness. We are blessed with beautiful green spaces, a copse and stream, an immersive room, a multi-sports area and a cookery room, to ensure Badbury Park children experience a varied and inclusive curriculum.

As our school grows we aim to employ the best educational practitioners who are passionate, flexible and creative with their teaching and who wholeheartedly want the best for our children.



## Our Aims

Our school is a vibrant, friendly place where the children are at the heart of everything we do. We believe in teaching skills, sharing knowledge, and building special memories that children will take with them through the rest of their lives.

- We believe that through inspirational teaching, determination, love and laughter, the children in our school can achieve their greatest potential, regardless of their starting points in life.
- We aspire to do this through a creative, knowledge and skills led curriculum, with outdoor learning and play at its core, promoting confidence, collaboration, and engaging curiosity. We believe in modelling values and preparing children for life in the 21st Century, giving them a solid foundation for their future.
- We will teach the knowledge and skills of the National Curriculum and Early Years Framework with an additional focus on outdoor learning and Forest School.
- We will carefully follow our teaching and learning policy and embed learning behaviours and values through the school motto- the 4 B's.



## Be adventurous

- We will encourage children to take risks in their learning, to “have and go” and use a ‘growth mindset’.
- We will encourage children to try new things and provide experiences that help them develop these skills.
- We will provide Forest School sessions to develop new skills and opportunities to take risks to develop confidence and self-esteem.
- We will encourage children to show their understanding of knowledge and skills by creatively applying learning to new situations.

## Be ambitious

- We will provide opportunities for children to be the best version of themselves.
- We will encourage children to challenge themselves to work hard and strive for excellence.
- We will challenge all children to reach their potential with high expectations and bespoke planning
- We will prepare them for their next stage of schooling and to be well rounded citizens in our world

## Be curious

- We will develop opportunities for the children to question and explore things to deepen their knowledge and learning.
- We will provide open ended tasks and challenges alongside experiences that provoke imagination and a thirst for knowledge.
- We will ensure children build special memories and a curiosity for different cultures and learning styles so they can celebrate differences.

## Be kind

- We will teach and embed British Values and provide opportunities for self-reflection, and regulation and develop personal and social skills so children know how to be kind to themselves and each other ensuring inclusion.
- We will celebrate our diversity and heritage and support one another.
- We will teach understanding of the environment and empathy to key issues.
- We will have a carefully planned PSHE curriculum and opportunities for Emotional Literacy sessions to ensure all children are ready to learn



# Our Forest School

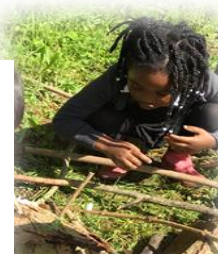


Forest School is a specialised learning approach that sits within and complements the wider context of outdoor education. It is an inspirational process that offers all learners regular opportunities to achieve and develop confidence and self-esteem, through hands-on learning experiences in a natural environment.

Children can run, make a noise, get their hands dirty and learn in a natural space by taking part in seasonal activities that may invite an element of managed risk, for example, making camp fires; by succeeding here, they develop the self-esteem that will support them throughout their lives. Badbury Park offers a nurturing space that supports our children's well-being by providing and implementing positive outdoor, child-led experiences in a natural setting. The impact of which will help foster traits such as resilience, confidence and independence, and develop motivation, co-operation, decision making and social skills. *"Natural environments stimulate social interaction between children."* (Bixler et al. 2002)



Our own Forest School uses a stretch of woodland on the school grounds and a bespoke round house to enrich this culture. We will utilise the school field for sports and PE lessons, and dedicate an area for growing vegetables for cooking.



## Benefits of a Forest School Approach:

- Improved confidence, social skills, communication, motivation and concentration
- Improved physical stamina, fine and gross motor skills
- Increased knowledge of environment and frequency of visiting nature within families
- Healthy and safe risk-taking
- Improved creativity and resilience



## Curriculum Principles

Our curriculum is creative and inspiring, designed to promote cooperation, collaboration, reasoning and resilience, and enhanced by outdoor learning. We also recognise the importance of the need for high quality sustainable play for all primary aged children. Like all schools within The Blue Kite Academy Trust, Badbury Park Primary School has a dynamic approach to teaching and learning; we set creative questions and exciting topics for pupils to explore, engage their curiosity and nurture their imaginations, allowing children to become more fully involved and excited about learning.



## Values

At Badbury Park Primary School, we teach value throughout our curriculum. We equip children with the vocabulary to talk about values and therefore embed them into their day-to-day lives. The staff and children will choose values for the school, and children displaying these values will be celebrated.

The core values that will be at the heart of Badbury Park are:

**Perseverance, Respect, Compassion, Resilience, Collaboration, Honesty**



Be Adventurous



Be Ambitious



Be Curious



Be Kind



## Safeguarding

Badbury Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A pupil may disclose information of a sensitive nature to a member of staff at any time. If this happens, the Swindon Local Safeguarding Children Board (LSCB) procedures will be followed. Our child protection policy with a complete explanation of procedures can be viewed on our website: [www.badburyparkprimary.co.uk](http://www.badburyparkprimary.co.uk).

## Admissions

Children start school at the start of the school year following their fourth birthday (a child born between 1 September 2018 and 31 August 2019 should apply for a school place to start in September 2023). Applications open at the beginning of September in the year before your child is due to start school and must be made online via the Swindon Borough Website: [www.swindon.gov.uk/primaryschoolplaces](http://www.swindon.gov.uk/primaryschoolplaces). Swindon Borough Council administers all applications and allocation of spaces; parents will be advised of their child's place usually in the April preceding the year that their child starts school.

If a parent wishes to transfer their child to another Swindon Authority School they will need to complete an application form online:

[https://www.swindon.gov.uk/info/20071/school\\_places\\_and\\_admissions/422/transferring\\_to\\_a\\_swindon\\_school/3](https://www.swindon.gov.uk/info/20071/school_places_and_admissions/422/transferring_to_a_swindon_school/3)

If a parent living in Swindon wishes to apply for a school place outside of Swindon and in another Local Authority, then they must make direct contact with that authority to apply.

# Our School Uniform

**School logo:** The Blue Kite Academy Trust have chosen to use an anemone leaf as the school logo for Badbury Park after being inspired by the work of Richard Jefferies. Richard Jefferies was an English nature writer, noted for his depiction of rural life in essays and natural history books. His childhood on a small Wiltshire farm close to Coate Water Country Park had a great influence on him and provides the background to all his major works of fiction. Our logo links closely with the vision we have for our children to have a close connection to their outdoor environment and learn about the history linked to the Badbury Park area.

Our school uniform can be ordered directly from our supplier at [www.dressmyschool.co.uk](http://www.dressmyschool.co.uk) or by visiting GS Instyle Ltd, Unit 7 Birch, Kembrey Park, Swindon SN2 8UU. All pupils are required to wear school uniform, and each item should be **clearly marked with their name**.



	<p><b>Children are required to wear:</b></p>	<p><b>P.E Kit</b></p>
	<ul style="list-style-type: none"> <li>• A black skirt, pinafore dress, shorts or trousers</li> <li>• A white polo shirt (with or without the school logo)</li> <li>• A grey jumper or cardigan with the school logo</li> <li>• A green gingham summer dress</li> <li>• Black tights or socks</li> <li>• Flat black shoes</li> </ul>	<ul style="list-style-type: none"> <li>• Black shorts</li> <li>• A dark green T-shirt (with or without the school logo)             <ul style="list-style-type: none"> <li>• Slip on daps/plimsolls</li> </ul> </li> </ul> <p>Black tracksuit trousers/jogging bottoms for the winter</p>
<p><b>Optional items to purchase:</b></p>		
<p>School book bag ★ A green zip-up fleece ★ A green winter hat/summer cap ★ A green PE bag</p>		



**Sun safety:** we encourage all children to wear sun hats when outside during hot weather. Please provide a **named** sun hat and sun protection. During Forest School sessions, children will need their arms covered.

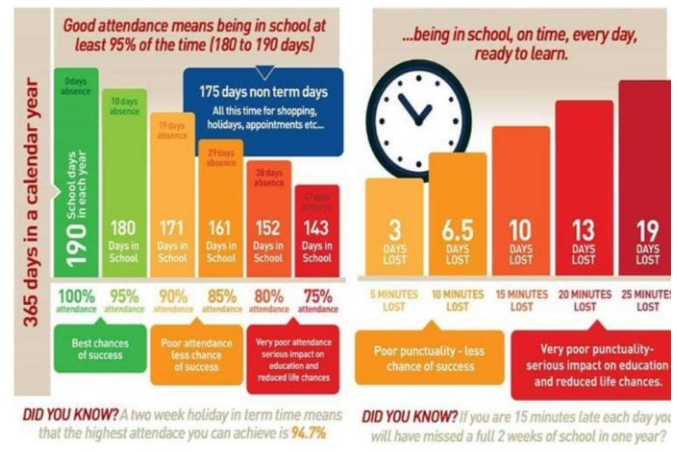
**Coats, Wellies and Waterproofs:** As outdoor education is at the heart of Badbury Park Primary School, it is essential that every child has appropriate outdoor clothing e.g. waterproof trousers, a waterproof coat, and wellies. They do not need big thick coats as there is nowhere to store them. Again, please ensure that they are all clearly labelled with their name. We do try to go out in all weathers.

# Badbury Park School Timings

Our main school gates open at 8.30am. The school day begins at 8.45am. Reception arrive through the classroom doors at the front of the school and KS1 and KS2 line up on the back playground with their class.

## Attendance

In order for your child to make good progress, it is essential that they attend school regularly. As parents you have a legal duty to educate your child, therefore children coming to school need, from an early age, to develop an understanding that, like adult work, it is a regular and important commitment. We monitor attendance very closely every term and you will be informed if your child's attendance is a concern. Children whose attendance falls below 90% are classed as a persistent absentee and will be monitored carefully through our pastoral system. The children and their families will be required to attend a meeting with a member of the senior leadership team as well as the Education Welfare Officer (EWO) to devise an action plan to improve the child's attendance.



**Absence:** If your child is going to be absent from school for any reason you should call the school office before 09.00am on the first day of absence. You will need to either provide a return date for your child or contact the office on each morning of your child's absence. Any unexplained absence will be registered as "unauthorised". If your child has a sickness bug, they must stay away from school for 48 hours after the last bout of sickness.

**Holidays:** We do not authorise **any** holiday during term-time. If you go on a holiday without the authorisation of the head teacher, you may be liable to pay a fine and/or be prosecuted for non-attendance. The only time a child may be absent from school is under exceptional circumstances - cost, employment, weddings, extended family illnesses and extended family gatherings are **not** deemed as exceptional circumstances. In this case, you will need to complete an absence request form in advance before arrangements are confirmed or money committed, and need to include the following for safeguarding reasons:

- evidence to support the need for the pupil to be absent from school
- contact details of the parent/carer during the period of absence
- the location of the pupil during the period of absence
- the expected return date



**There are only 190 statutory school days in a year & 175 days (weekends/school holidays) available to use for holidays. Therefore, EVERY SCHOOL DAY COUNTS!**

**Medical appointments:** You should always aim to book medical, dental and all other appointments for your child outside school time. However, where this is unavoidable you should advise your child's teacher and the main school office in advance and provide a copy of the appointment card or letter.



**Late arrivals:** if your child is late to school, it is important that they sign in at the office on arrival to ensure that they are marked in the register. Research has shown that being regularly late for school has a significant negative impact on a child's learning; children who are often late have trouble settling in and mastering routines. Arriving promptly makes sure that your child doesn't miss work, and that disruption to the teacher and other pupils is minimised so please make sure your child arrives on time.



## **Travelling to School (please also refer to our parking promise)**

We would like to encourage all children who live locally to walk to school. However, if parents need to drive, please park responsibly when visiting our school. The safety of our children is paramount.

- Pedestrians should only use pedestrian gates and keep to pathways
- Parking in the school grounds is for authorised vehicles only
- Children must not ride bikes or scooters within the school grounds
- No dogs are allowed on school grounds
- Please do not block our neighbours' driveways
- Please do not park in front of the school gate
- Drive slowly and responsibly



## **Drop and Go**

We operate a 'Drop and Go' system in the morning. Parents enter the staff car park from Day House Lane from 8.40 until 8.45 only. A member of staff opens the car door (parents stay in the car) and the child plus siblings are taken across the playground with the member of staff and go straight into their classroom. This system is currently for parents of KS1 and 2 children.

## **Emergency School closure**

There are times when it may be considered that the health and safety of pupils and staff are best served by closing the school, e.g. severe weather conditions or loss of power. If the school has to close, all parents will be contacted by the school office via text message or telephone, and we will post the updates on our Twitter and Facebook pages. In the case of severe weather, announcements will also be made on local radio stations (Heart Wiltshire and BBC Radio Wiltshire).

## **Professional training days**

Six days of your child's term time school have been reserved for use as professional development days for staff (school is closed to pupils on these days). These closures are statutory. You will be informed of these dates as far in advance as possible.

## **Medical Needs**

If your child has medical needs that require interventions from an adult, a School Nurse from the School Nursing Service will meet with you to complete a care plan. The care plan is a document that outlines your child's medical condition and sets out procedures that must be followed by school staff. All staff are made aware if a child they are working with has medical needs requiring a care plan. Copies of care plans are displayed, with a photograph, in the staff room. In addition, a copy



of the care plan with a photo is kept in the child's classroom to ensure all staff, including supply staff, are aware.



### Asthma, diabetes, and allergies

Parents are asked to complete a medical form for inhalers and EpiPens which are to be used in school. Inhalers for asthma can be kept in class or, if appropriate, by the child. Staff will complete a medication record of when an inhaler has been administered. EpiPens will be kept locked away in the first aid cabinet in the classroom. Please speak to your child's class teacher or the School Office if any of the above applies to your child.

### Medication in School

It is not school policy to administer medicines (e.g. paracetamol, Piriton, etc.) during school time but parents are welcome to come in and give medicine when required. However, if your child has a long-term medical condition that needs prescribed medication during school time please complete a medical form in the school office and we will try and make the appropriate arrangements. For antibiotics requiring doses only three times a day, we would request that arrangements are made to give the medicine outside school hours. For more specific guidelines please see our Supporting Pupils with Medical Needs in School Policy.

## **Special Educational Needs**

The needs of children who may have Special Educational Needs will be discussed with parents, the school SENco and other agencies at the earliest possible stage. Badbury Park Primary School is an inclusive school, committed to involving children in every aspect of school life, both inside and outside of the classroom. Children's special educational needs are met through early identification and assessment and are provided for by small groups and one-to-one work, as well as high quality whole class teaching. An Individual Support Plan (ISP) is created to support the specific needs of each SEN child and is regularly reviewed by the class teacher with parents/carers; we acknowledge that the partnership between parents/carers and the school is vital to a child's success within school. Please contact the school SENDco if you have any concerns

## **Accessibility and Equality**

Children who have a physical disability will be positively considered by governors and appropriate adaptations to the building made if necessary and wherever possible. We have access for disabled children, including a lift to the first floor, and facilities will be provided for any child the Borough considers should be educated at our school. The school promotes equality of opportunity and is pleased to discuss the needs of all its pupils, including those with disabilities, and will endeavour to meet their requirements.



## **Behaviour**

Badbury Park Primary School expects every member of the school community to behave in a caring and considerate way towards others. The school will promote an understanding of what is safe and good behaviour rather than merely deter anti-social behaviour and reward good behaviour, to develop an ethos of kindness and co-operation. We treat all children fairly and apply our behaviour policy in a positive and consistent way, recognising children who are doing the right thing and giving them praise. We have a very clear policy on positive behaviour management and children will be involved each year in establishing the school rules. We encourage adults to be 'curious not furious.

The Badbury School rules are

**Be Kind, Be Calm, Be Honest, Be a good listener, Be ambitious for yourself.**

We also encourage the children to 'Be Kind' with the Badbury Bee. This is introduced through the child anti-bullying policy.

## Lunch time

All children in Reception, year 1 and year 2 are entitled to a free school meal called Universal Free School Meals. We strongly encourage all children in those years to take advantage of this and would recommend that they try the school lunches for at least a term. Children from Year 3 to Year 6 can choose a school lunch from the regularly changing menu; meals must be booked and paid for (if applicable) by midday of the previous Wednesday on the My Child at School app.



### Free School Meals and Pupil Premium

If you are in receipt of certain benefits or allowances, your child could be entitled to additional funding. Registering for free meals could raise an additional £1,300 for the school, to fund valuable support like extra tuition, additional teaching staff or after school activities. This additional money is available from central government for every child whose parent is receiving one of the welfare benefits listed below. It is therefore important to sign up for free school meals, even if your child is in Reception, Year 1, or Year 2, so that your child's school receives as much funding as possible.

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

For further information please visit the following website <https://www.swindon.gov.uk/schoolmeals>

## School Milk

All children under 5 are entitled to receive free milk at school. To receive this service after the age of 5 from CoolMilk, you will need to register and pay online at [www.coolmilk.com](http://www.coolmilk.com).

## Healthy snack and water

Children aged between 4 and 6 years will receive a snack of fruit or vegetable every day as part of the School Fruit and Vegetable Scheme (SFVS). Older children are allowed to bring in a piece of fruit from home – no other snacks are permitted. Children always require a named **water** bottle (no juice or squash) in school that they can refill during the day.







## **Breakfast club**

Breakfast club is available to all Badbury Park Primary School pupils from 7:45am to 8:50am, Monday - Friday (term-time only) at a cost of £4.00 per session (breakfast included). Once the children have arrived at the club, they will be given a choice of healthy breakfasts and drinks and they will then be able to participate in a wide and varied range of activities chosen to meet the needs of the individuals. Places are offered on a first come, first served basis and must be pre-booked and paid for in advance online on the My Child at School app.

## **After School Club**

Our After School Club runs from 3pm-6pm and is managed by "The Big A". Parents should register children and book places directly on the Big A website <https://www.thebigaclub.co.uk/>.

## **Provision of Birthday Treats for the Class**

We ask that parents refrain from sending in birthday treats to be distributed to classmates during the school day for the reasons set out below:

- the increasing number of children who have allergies
- the need to adhere to the wishes of those parents who have specifically requested that their child is not given any treats for which they have not given their prior consent
- the inconvenience and disruption to classroom routine that can be caused by distributing treats during a busy day
- the desire to avoid creating a sense of expectation within classes that each child should bring 'birthday treats' to share with their peers



# Teaching and Learning

## Early Years Foundation Stage

We aim to give children a wide variety of experiences and learning adventures which will foster and develop their own love of learning both inside and outside the classroom. The EYFS curriculum has 2 main areas:

- Prime –personal, social, and emotional development; physical development and communication and language
- Specific – literacy; mathematics; understanding the world and expressive arts and design.

We focus heavily, especially at the beginning of the school year, on helping children to acquire the knowledge, skills and understanding in the Prime areas.

Your child will have a class teacher who is responsible for the work of the class. The curriculum is largely child-led with literacy, maths and phonics sessions taught daily; these will develop as the year progresses. The classroom environment will be set up in a way that children take ownership of their own learning through open-ended and versatile resources. Through the teacher led sessions, children will acquire knowledge and skills which they will then practise during their play.



The class teacher and staff members will observe the children and move their learning forward by setting next step targets and joining in with the children's play. There will be a continuous provision where children can “free flow” from inside to outside taking them wherever their ideas and learning leads them. The class teacher will inform parents of themes and topics that the children are engaged with and there will be open events for parents to join in with during the school day.



## Religious Education and collective worship

It is a legal requirement that all school age pupils take part in an act of worship each day. Worship in school is more appropriately referred to as “worth-ship”; we believe that collective worship both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos, and the value which we place on the development of the whole child, spiritually, morally, socially, culturally, and intellectually is reflected in our worship. We value special time in the school day as it gives children time to develop a reflective approach to life and the ability to express their reflections in traditionally religious ways or any other appropriate manner. Worship defined in this way draws on literature, music, art, drama and other sources of inspiration and reflection for pupils and staff whose religious and cultural backgrounds are of any faith or none. Parents have the right to withdraw their child from religious education and collective worship either in whole or part. Please let the Headteacher know if you wish to withdraw your child.

## Sex and relationship education

Children are naturally inquisitive, and we endeavour to answer their questions in an honest and open manner, appropriate to the child's level of understanding. It is important that they understand how they are developing personally and socially, tackling many of the spiritual, moral, social, and cultural issues that are part of growing up. Parents have the right to withdraw their child from sex



and relationship education, either in whole or part and children will be provided with alternative activities.

## Internet safety



A copy of the school's E-safety rules will be included in your induction pack. Parents are asked to discuss these rules with their child/ren. It is also a good idea to regularly check which internet sites your child is visiting (e.g. by clicking on "history" or "favourites"). Create a dialogue and a relationship of mutual respect and reassure your child that you want to keep them safe rather than deny them access to the internet.

## Photographs

During your child's time at Badbury Park Primary School we may wish to use photographs or images and the first name of your child for the purposes of displays, class books or for publicising or promoting school activities on the school website or social media. This may include pictures taken at whole school events, fundraising, musical or theatrical events, sports days and learning in class. You will be given a permission form in your induction pack which we would ask you to complete to give your consent for school to use images, or to opt out if you prefer.



## Privacy Notice

Any information you provide will only be used for the reasons specified. We will only disclose your information to other parties in the following limited circumstances:

- Where we are legally obliged to do so, e.g. law and regulatory authorities
- Where there is a duty to disclose in the public interest
- Where disclosure is necessary to protect our interest, e.g. to prevent or detect crime and fraud
- Where you give the school permission, e.g. on your enrolment form

A copy of our full privacy notice is included in your induction pack and can be found on our website.





# Come and join our PTA, Friends of Badbury Park!

## What do “Friends of Badbury Park” do?

- Badbury Park Primary PTA are an active group of people who support the school
- They organise fun, social events for all the family
- They fundraise for additional resources to enhance children’s learning. This could be things like new playground equipment, classroom iPad, or additional books for the library
- They bring together the local community, parents, and children

## What events do “Friends of Badbury Park” organise?



Friends of Badbury Park will organise various events throughout the year. These could include:

- A Christmas fayre
- A summer fayre
- Cake stalls
- Non-school uniform days
- Sponsored events
- Charity events, e.g. Macmillan coffee morning
- School discos
- Pocket money stalls



The events are planned to bring everyone together, forming strong links between parents, teachers, children, and the local community

## What involvement would I have?

- Attend meetings held by the Chair to plan events and fundraising activities
- Be forthcoming with ideas and suggestions, exchanging them with other “Friends” members
- Offer help and support at events wherever you can
- Actively advertise events by sharing the PTA’s Twitter and Facebook updates

We would love you to be as involved as you can; however, all offers of help, no matter how small, are greatly appreciated. If you are interested in becoming a member of “Friends of Badbury Park”, please let the school office know.





# The Role of a School Governor

## What do School Governors do?

The local governing body has a range of duties and powers and a general responsibility for the conduct of the school with a view to promoting high standards of educational achievement, managing the school's finances, ensuring a balanced curriculum, appointing staff and reviewing staff performances. Governors are strategic leaders who work in partnership with the Headteacher by:

- Setting the school's vision, ethos, and strategic direction
- Raising the standards of achievement
- Overseeing the financial performance of the school, ensuring money is well spent
- Ensuring policies, including safeguarding, are in place and reviewed regularly

## Governors are expected to:

- Attend 6 meetings a year with the Governing Body
- Work as a member of the Governing Body in the best interests of the school
- Be a support for the Headteacher and school staff
- Show an interest in school/academy activities
- Become well-informed about education and their school in particular
- Become familiar with the statutory requirements of school governance
- Keep up to date with changes in education legislation
- Attend training courses where appropriate
- Recognise and celebrate the achievements of the school
- Be linked to a specific area, e.g. English, Science, Health and Safety or Child Protection
- Visit the school at least once a term
- Write up and share notes of the visit

## What we hope you can offer:

- Time
- A willingness to learn
- A listening ear and enquiring mind
- The ability to assimilate information and think strategically
- The ability to work as part of a team

## Beneficial skills

Here are a few examples of skills and experience a Governing Body would find useful:

Communication, Financial planning, Mediating, Listening, Innovation, Team Working, Legal, Public relations, Contracting services, Personnel management.